DOCUMENT RESUME

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TITLE	Staff Development Program for School Counselors (A Seven-Part Series). Description of Teacher Inservice Education Materials.
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ABSTRACT

The learning modules described are for the use of practicing counselors who wish to improve their overall skill, preservice counselors who wish to demonstrate their competence for certification purposes, and teachers interested in improving their counseling skills. The scope and sequencing of topics is outlined, and the activities and resources involved in using the modules are described. A critique of the program and ordering information are included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: STAFF DEVELOPMENT PROGRAM FOR SCHOOL COUNSELORS (a seven-part series)

Publication Date(s): 1978

Intended Users: Practicing counselors who wish to improve their overall skill; preservice counselors who wish to demonstrate their competence for certification purposes; and teachers interested in improving their counseling skills.

Grade Level(s): Elementary, middle, secondary school

Number: Individual or group

Primary Focus: The seven programs in the series deal with essential performance skills of school counselors. The programs intend to facilitate the positive growth of these skills, and can be applied to teachers as well.

School subject(s) and/or inservice topic(s) covered:

The seven skill areas dealt with in these modules are: planning, individual counseling, group facilitation, inservice training, consultation, information processing, and legal/ethical concerns.

What participant does in using the materials: The programs may be used by individuals for self-study, or may be incorporated into a training program for a group of counselors or teachers. In either learning setting, participants will study seven modules, performing the learning activities for each.

Time required for reading a single module runs one hour. To complete each task outlined in a particular module can run anywhere from one to several months.

Resources: The series contains seven staff development programs, each an approximately 100-page, soft-cover booklet. Because the emphasis of each program is on performance, a group of peers who will interact in discussion and role-play activities would enhance the learning process. An instructor would be facilitative in establishing and monitoring the pacing of the program. There are nine videotapes (each about 20 minutes) relating to the competencies that can be used as supplemental materials.

Describer critique:

This is a well-planned and thorough staff development program. It guides users through all of the essential stages of counseling, and by stressing demonstration of a competency, allows users to acquire the skills needed for effective counseling.

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1.0 PURPOSES:

Rationale

The program Preface explains that, "it is the hope of the project staff that the skills acquired through this series of programs will facilitate positive growth in the knowledge, skills and attitudes of the young people with whom school counselors have contact." Furthermore, it is noted that "the competencies which are addressed in these modules were derived from identified student goals related to guidance. The attainment of the skills described in the programs should facilitate counselor's clients in achieving these goals. (Each of the seven programs contains its own rationale.)

Goals

The developers state that, "Upon completing each of the programs the participant should be able to successfully demonstrate the skills needed to be certified as competent in the performance area."

Objectives

Specific performance objectives relate to each skill area. The general objective of the series is to increase users' competence in each of these areas:

- individual counseling,
- group facilitation,
- information processing ,
- planning ,
- legal and ethical concerns ,
- consultation and
- inservice training.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The series contains seven programs, which are outlined in seven individual booklets:

- Planning " . . . presents a series of learning activities related to the skills required to implement a systematic planning model (for a guidance program)." 129 pages

- Individual Counseling " . . . is designed to assist . . . (participants) in further developing the necessary skills to help clients more through the engagement, commitment, and behavior change stages of counseling."

- Group Facilitation " . . . is designed to present the more extensive skills required in the group counseling setting." (108 pp.)

- Inservice Training " . . . is designed to help counselors develop skill in conducting (inservice training) sessions (for school faculties and staff)." (78 pp.)

- Consultation. The module's intent is " . . . to facilitate a better conceptual understanding of the consulting process." (88 pp.)

- Information Processing. "The purpose of this module is to help the professional school counselor acquire and demonstrate a number of specific competencies in the area of information processing." (119 pp.)

- Legal and Ethical Concerns. "This module is designed to help counselors intensify awareness of the ethical-legal problems encountered in the practice of guidance and counseling in educational settings." (122 pp.)

Sequence

The programs have been listed in the preface in the order in which they are presented above. No other reference is made to sequence, or to dependency of one unit upon another. The developers do note that, "a basic knowledge of the area of functioning is assumed. Where this prerequisite knowledge is not present, selected readings and references are provided."

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

All of the programs have a similar format. Each includes a rationale and a preliminary outline of modular activities. Most involve the participant in some kind of pre-assessment, post-assessment, and/or program evaluation. The focus of each program is on performance, and participants are called upon to demonstrate their competence in the specified areas. The developer states: "A format has been developed which uses behavioral indicators as the focus for activities."

3.2 Help given in use of product:

Instructions for use of the modules are included within each booklet. No independent instructor's manual is provided.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The modules include, in most cases, pre-assessment, post-assessment, self-assessment instruments.

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1201 Sixteenth Street, N.W.
Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The seven module booklets are self-contained, programmed texts. An instructor, who will establish course structure and make organizational arrangements, is recommended. Time needed to complete the series will depend on the learning setting in which it is used, and on the intentions/purposes of the participants.

There are also nine videotapes, each approximately 20 minutes, relating to the competencies. They are housed at the Instructional Resource Center (IRC), University of Georgia, Athens.

Time necessary for the completion of each module varies widely, according to the needs of individuals or groups using them. Reading time for each module is one hour. Accomplishing the tasks requires anywhere from one to several months.

5.2 Distributor name/address:

Office of Instructional Services
Division of Program and Staff Development
Georgia State Department of Education
127 State Office Building
Atlanta, Georgia 30334

(404) 656-2556
Contact: Mr. Lester Soloman

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
STAFF DEVELOPMENT PROGRAM FOR SCHOOL COUNSELORS	The cost of the seven modules is dependent upon supply. For information regarding cost, call Stan Bernkopf at (404) 532-5412, or write him at Fair Street School, Hunter & School Streets Gainesville, Georgia 30501 Through June 1979			
Modules: 1) Planning 2) Individual Counseling 3) Group Facilitation 4) Inservice Training 5) Consultation 6) Information Processing 7) Legal and Ethical Concerns				
Set of nine videotapes	(cost to be worked out with IRC)			

Those interested in negotiating a price for copying the videotape should first contact Stan Bernkopf for permission to gain release of the videotapes and then call the IRC to settle on the price.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The seven modules were developed by Pioneer CESA (Cooperative Educational Service Agency in Cleveland, Georgia), Counselor Education Project. Dr. William B. Ware was Project Director. Dr. Stan Bernkopf was Research Associate and Ms. Susan Tyson acted as Development Associate.

6.2 How developed and when:

In 1972, a task force to consider the feasibility of Competency Based Education and Performance Based Certification was established in Georgia by the Superintendent of Education and the Chancellor of the University System.

The project was made possible through money from ESEA - Title IVC. It was supported by the Office of Instructional Services, Division of Program and Staff Development, Georgia Department of Education, Atlanta.

As part of this overall effort, a project was commissioned to develop a performance-based module for the certification of school counselors.

6.3 Evidence of effectiveness with users:

During the 1977-78 school year, the modules were field tested on 60 school counselors in the state of Georgia. Results from the pre- and post-assessments are currently being compiled and will be submitted in written form by January 1979. Tentative findings indicate the modules were highly effective in assisting counselors to improve their skills markedly. In the 1978-79 school year, additional field testing will be carried out.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The performance-based nature of the series indicates that it will enable users to achieve the specified performance objectives. The program is adaptable for use by an individual or group. Although it is designed primarily for counselors, it is adaptable for those teachers interested in improving their counseling skills with students. Even though the modules were designed to help counselors in the state of Georgia to raise their competencies according to state standards, developers have also found that the modules have been successfully used outside the state of Georgia.

The books are nicely packaged: layout is clear, comfortable, and easy to use.

Content accuracy/social fairness/community acceptance issues:

The material is sensitive to the need for accuracy and social fairness.

Overall summary/comment:

This series represents a very valuable learning process for school counselors, particularly for those who have yet to obtain certification. The skills it attends to are essential for effective counseling. The emphasis on performance engages participants in an active acquisition of these skills--further insuring their understanding and effective use of them.

TR-6/78